Syllabus
Pl Sc 297 (Winter 2013)

WARNING!! Do not rely on a printed copy of this syllabus. Only the online version is authoritative. I may modify the readings for a future lecture, and you will not know about the change unless you are using the online syllabus. WARNING!!

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Last syllabus update: January 10th, 2013

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Table of contents

- What's the point of this course?
- Broader learning outcomes
- How much credit do we receive?
- What is the workload?
- Grades, assignments, and policies
- What books do we need to buy?
- Preventing sexual harassment
- Plagiarism
- Discrimination
- Reading and assignment schedule

What's the point of this course?

The U.S. Congress employs over 11,500 staffers, most of whom work for a specific member of Congress. On average, each U.S. Senator has around 34 personal staffers and each U.S. Representative has around 14 (learn more). Likewise, in most states each legislator has at least a few staffers working for him or her.

Utah is the exception. Members of the Utah legislature have no personal staff. There is some shared staff, of course; for example, each legislative committee has a couple shared staffers that help the legislators draft and analyze bills. But individual Utah legislators do not have any personal staff.

As a result, Utah's legislators rely heavily on their interns for assistance and advice. Congressional interns...
often work for a Representative's junior staffer, but legislative interns here in Utah work directly with their legislators. You will have much more meaningful experiences working with your Utah legislator than you would have working in a large Congressional office. But to succeed, you will need to be as useful to your legislator as an office full of personal staff.

My task is to prepare you as well as possible for that role so that you can be as successful as BYU interns have been in the past. Toward that end, we will cover several topics:

- Utah's political history, culture, and geography
- Utah's political system (powers of governor, courts, legislature)
- How legislators represent constituents
- How legislators make laws (committees, floor procedures)
- What motivates legislators
- Utah's fiscal policy and budget process
- Policies likely to receive attention from the legislature this year
- Names and faces of important legislators

Along the way, I hope you will make an effort to acquaint yourselves with one another. To be successful, you will need to work together throughout your internships.

**Broader learning outcomes**

The political science department has established specific learning outcomes to ensure that all our graduates grow spiritually and intellectually. In this class, we will also work on these goals:

- "Possess a factual and theoretical knowledge of ... political processes." We may discuss less theory than is typical for an upper-division political science course, but your factual knowledge will go through the roof.
- "Participate effectively in political processes." You will learn how constituents and lobbyists interact with elected officials.
- "Effective and professional writing." You will practice several forms of professional writing in this preparation course, including memos, reports, constituent emails, and so on.
- "Want to serve the communities ... to which [you] belong." Few experiences at BYU provide you with a richer opportunity to serve your fellow citizens than this internship.

**How much credit do we receive?**

You will receive **2.0 credits** for this class, PlSc 297, held during the first three weeks of January. PlSc 297 will be graded as rigorously as other political science courses; it is not a free "A" merely for participating. You receive 2.0 credits because you do two-thirds as much work as in a 3.0 credit class, not because the work is easier.

You will receive **3.0 or 6.0 credits** for the actual internship and related coursework as part of PlSc 399r.

Everything listed in this syllabus contributes to your PlSc 297 grade. Everything listed in the PlSc 399r syllabus, including your actual performance in the internship, contributes to your PlSc 399r grade. The PlSc 399r syllabus is available online. Please review it now and take note of all deadlines. Reading the PlSc 399r syllabus carefully will also help you decide whether to enroll in 3.0 or 6.0 credit hours; you cannot change your mind later, so think it through now.

**Do not enroll in any other winter semester class** unless it will not require any work until after the legislative session ends in March. In the past, some interns have tried to take classes at the Salt Lake Center
even while serving in the legislature. That is not acceptable; shirking your duties in this way will have serious
consequences for your 399r grade. You may also be fired from the internship by legislative staff.

If you wish to complete more credit hours this winter, you have a few options. Sometimes online or
independent study courses can work. The most convenient option is to enroll in PlSc 330 or PlSc 360. The
department offers these second-block courses specifically for returning legislative interns, meaning that these
classes don't get fully underway until after the internship ends. Of course, you are not required to enroll in
anything other than PlSc 297 and PlSc 399r if you don't want to.

**What is the workload?**

This is a 2 credit class, so we will do roughly two-thirds as much work as in a typical (3 credit) political
science class. However, we will do that work in a little less than three weeks, so it will feel very intense.

You receive only 2.0 credits, but that does not mean this class is any easier than a 3.0 credit class. It means
only that we spend fewer (total) hours over the course of a semester. Grading will still be rigorous. Students
who treat this class as an easy A are often disappointed by their final grade.

The university catalog defines an A as "excellent," B as "good," C as "satisfactory," and so on (see here).
Elsewhere, the catalog contains this interesting policy (here):

> "The expectation for undergraduate courses is three hours of work per week per credit
> hour for the average student who is appropriately prepared; much more time may be
> required to achieve excellence."

Think that through for a moment. A regular semester has 14 weeks, so a two-credit course would involve 84
hours of work over the course of the semester. We will do all that work in 10 days or so. If you are an
"average student" who wants an average grade, **plan to spend roughly 8 hours on this class every day**. In
our department, "average" means B.

If you want to achieve "excellence," the university's definition of an A, then "much more time may be
required."

Punchline: Yes, this is a two-credit course, but you will still need to work hard if you wish to receive an
excellent grade.

**Grades, assignments, and policies**

45% Skills assignments
55% Final exam

**Attendance and participation** are required. This course's unusual goals require your active participation.
There are likely to be last-minute changes to our schedule, so keep your schedule flexible.

**Each missed lecture** will result in a 5% penalty to your final grade unless it is excused and made up. If you
are sick or have an unavoidable conflict, ask me (promptly) to excuse the absence. If I do, I will allow you to
make up the lecture by following the instructions below.

**Makeup assignments.** If I excuse your absence, you may do a makeup assignment to waive the 5% penalty.
Here's what you do: Get a copy of the lecture notes from one or two people (ideally two). Write up a 1-2 page summary in your own words. That's part 1. Now, download the lecture slides from the course website. The last two slides will contain a list of review questions and a list of terms. Answer each review question in your own words. Define each term in your own words. That's part 2. For part 3, make a list of any questions that you have. Submit this makeup assignment in person to my office so that we can discuss your questions. (Trust me, it's much easier and more enjoyable to just come to class.) This make-up assignment (including the meeting with me) is due within 72 hours (excluding weekends and holidays) of the missed class. Please make an appointment by email to ensure that you do not miss the 72 hour deadline. Late penalties are described elsewhere in this syllabus.

**Skills assignments.** During your internship, you will respond to constituent emails, track bill progress, summarize committee hearings that your legislator cannot attend, analyze constituent surveys, write talking points, and discuss the state budget. Our daily skills assignments will provide you an opportunity to develop these skills. I will give further instructions in class.

**Final exam.** Comprehensive. Multiple choice. In addition to questions about readings and lectures, expect questions about the skills assignments, individual legislators (study your flashcards), Utah geography (study your other flashcards), and political news.

**Late assignments:** Assignments due on a day that we meet are due at the beginning of class; if they are turned in later that day (or if you come late to class) but before 4:45pm, there is a 5% penalty. Assignments due on a day that we do not meet are due by 4:45pm to the drop box near the 7th floor SWKT elevators. One weekday late is a 10% penalty; two weekdays late is a 25% penalty; later is unacceptable. Papers must be turned in hard copy, not by email, unless otherwise indicated in the assignment instructions. If something legitimate (serious illness, car accident) makes your assignment late, contact me as soon as possible to work things out.

**What books do we need to buy?**

Most readings come from free online resources, although you might need to be on campus to access some URLs. You also need these materials:

- **Required:** *The BYU Legislative Intern's Handbook* (course packet)
  - Available in the bookstore. Read it carefully. It will guide you through the skills assignments. The final exam will test on it heavily.
  - I recommend reading it three times: Once before the course starts, once as you complete reading assignments shown in the schedule below, and once as you prepare for the midterm. Know it very, very well.

  - Available in the bookstore for $10-15. You can also buy it online for around $10 plus shipping.
  - Written by legislative staff. The reading schedule below suggests several chapters to read. It's optional, but it's inexpensive enough that you really should pick up a copy. It won't show up on the exam, but it may help you in the actual internship.

- **Required:** The news. Stay abreast of developments in Utah politics; you will not succeed in your internship if you do not stay current. Questions about current events WILL appear on your exam.
  - Required: Subscribe to the Salt Lake Tribune's daily "political cornflakes" news summary. You can subscribe by email, put it in your RSS reader, or just visit the Tribune's "Out of Context" blog each day. I strongly recommend you sign up for the email version. Visit [Out of Context](http://adambrown.info/p/courses/2013/winter/297?show=syllabus&printe...) for details.
  - Recommended: Subscribe to the [Utah Policy Daily](http://adambrown.info/p/courses/2013/winter/297?show=syllabus&printe...). They'll email you links to the most important news stories every day.
Preventing sexual harassment

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

Definition. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when

- Submission to the conduct is made a term or condition of an individual’s employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual’s work performance or creates an intimidating, hostile, or offensive working environment.

Examples. Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate response. Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator (either me or Scott Dunaway) and your experience provider (Nathan Brady, the legislature's internship coordinator). They will take appropriate action to address and correct the behavior. You may also contact the university’s Equal Opportunity Manager directly or use the 24-hour hotline:

- BYU Equal Opportunity Manager, Sue DeMartini
  Telephone: (801) 422-5895
  Email: sue_demartini@byu.edu
- 24-hour hotline: 1 (888) 238-1062
  http://www.ethicspoint.com
I take these issues very seriously. So does BYU. You may read more about sexual harassment [here](http://adambrown.info/p/courses/2013/winter/297?show=syllabus&printe...]

**Plagiarism**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet, as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at [http://honorcode.byu.edu](http://honorcode.byu.edu). Details about Academic Honesty are found at [http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/AcademicHonesty.php](http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/AcademicHonesty.php).

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

**Discrimination**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB.

**Reading and assignment schedule**

Dates are highly likely to change, so come to class and check your email so that you will hear about any announcements I make. You can also view the reading schedule in [calendar format](http://adambrown.info/p/courses/2013/winter/297?show=syllabus&printe...].
## Unit 1: Utah's Political Context

**Mon, Jan 7th, 2013**, Utah's political history and culture. What are Utah's cultural regions? What does party competition in Utah look like?

### Terms
- Cache Valley; Ogden; Salt Lake Valley; Utah Valley; Central Utah; Dixie; Uintah Basin; West Desert; Monument Valley; Wasatch Front; factions in Utah (Patrick Henry Caucus, Cowboy Caucus, Conservative Caucus etc); legislature vs Congress

### Readings
- **Skills development**
  - Senate leader flashcards (practice)
  - Start memorizing map of Utah counties (practice)
  - Internship handbook, Preface, all chapters in Part I [23 pages]
- **The internship**
  - Read the PISC 399r syllabus and all assignment instructions [10 pages]
  - Utah State Legislature LRGC, Internship program overview (follow the links and poke around a bit). [3 pages]
  - BYU's winter 2010 Utah state legislature internship newsletter [8 pages]
  - The Senate Site (2010), LEG 101: The basics [11 pages]
- **Utah's political history and partisan balance**
  - Internship handbook, Chapters 9-10 [11 pages]
  - Brown (2010), "Is Utah the most Republican state?" [1 page]
  - Brown (2012), "Introducing the 2nd most Republican Utah Legislature in 80 years" [1 page]
  - Recommended: Citizen's Guide (2005), ch 1, 2, 3, and 23 [49 pages optional]
- **Factions within the legislature. The Patrick Henry Caucus**
  - Reflections (2009): "Factions and parties in the Utah House" (Written prior to the formation of the Patrick Henry caucus, but still insightful) [5 pages]
  - Video (Feb 2010): The Patrick Henry Caucus's manifesto [3:47]
  - Utah Policy Daily (Nov 2010), "Utah County's Influence on Utah's Capitol Hill Grows Under New Speaker" (or PDF) [3 pages]
  - Daily Herald (Dec 2011), "Founders of Patrick Henry Caucus moving on" (or PDF) [1 page]
- **The 2012 legislative session - Looking back**
  - Salt Lake Tribune (March 2012), "2012 Utah Legislature adjourns; focus on sovereignty" (or PDF) [3 pages]
  - Daily Herald (March 2012), "Legislators looking at a variety of topics for next session" (or PDF) [2 pages]
  - Salt Lake Tribune (March 2012), "Herbert vetoes sex-ed bill, says it constricts parental choice" (or PDF) [2 pages]
  - Daily Herald (May 2012), "Host of laws go into effect on Tuesday" (or PDF) [2 pages]
  - Utah Policy Daily (May 2012), "Utah House roster will be quite different in 2013" (or PDF) [2 pages]
  - Salt Lake Tribune (May 2012), "Utah alone in Sagebrush Rebellion after Arizona governor's veto" (or PDF) [2 pages]
  - Brown (2012), "Recap: What have we learned about the 2012 Utah legislature?"
    - Follow the links. [10 pages]
  - Richards/Monson (2012), "What issues most influence approval of the legislature?" [1 page]
- **Every day:** Follow Utah political news (SLT, DN) [15 pages]

### Resources
- Show additional resources
FYI

○ **About legislator flashcards**: Every day I will assign a specific subset of the legislator flashcards for you to learn. I'm not asking you to turn anything in, only to learn that part of the flashcards. There may or may not be a quiz in class, but legislators will definitely appear on your final. If I show you a picture, you should be able to give the legislator's name, chamber, party, and leadership positions (if applicable). I hope you will learn all the legislators' names, but I especially expect you to learn the names of leaders, standing committee chairs, and appropriations subcommittee co-chairs.

○ **About memorizing maps**: Same deal as with the legislator flashcards. When I ask you to memorize maps, expect to see them on your final exam.

**Tue, Jan 8th, 2013**

Utah's political system. Is Utah federal? How powerful is Utah's governor? How are citizen legislatures different from professional legislatures? How does direct democracy work in Utah?

**DUE**

Legislative website (skills assignment; instructions)

**Terms**

Federal; unitary; plural executive; appointment power; veto; item veto; GOPB; agenda-setting power; persuasive power; session; general session; standing committee; appropriations subcommittee; LFA; LRGC; LAG; citizen legislature; professional legislature; direct democracy; initiative (direct vs indirect); referendum (popular vs legislative)

**Readings**

- Skills development
- House leader flashcards (practice)
- Memorize map of Utah counties (practice)
- Internship handbook, all chapters in Part III [19 pages]
- Executive-legislative battles
  - Reflections (2009): "Budget battles: Role of executive and legislative branches" [7 pages]
- Structure of Utah's government
  - Internship handbook, chapters 11 through 15 [22 pages]
  - Recommended: Citizen's Guide (2005), ch 4, 5, and 7 [62 pages optional]
- Utah's electoral system
  - Internship handbook, chapter 23 [1 page]
  - Brown (2010), "Is Utah's turnover low because it has so many young voters?" [2 pages]
  - Brown (2010), "An easy way to boost midterm-year turnout in Utah" [2 pages]
  - Brown (2012), "No, Utah will not have 80% turnout" [1 page]
  - Brown (2011), "Where have all the freshman legislators gone?" [1 page]
  - Brown (2012), "Utah legislators serve longer than they used to" [1 page]
  - Brown (2012), "Lots of freshmen in the Utah House?" [1 page]
- The 2011 redistricting process
  - Brown (2011), "Redistricting背景者: What have we learned?" [2 pages]
- Every day: Follow Utah political news (SLT, DN) [15 pages]

**Wed, Jan 9th, 2013**

LRGC training in capitol.

**DUE**

Attend intern orientation. Bring identification.

**Readings**

- Internship handbook, review chapters 4 and 5 [4 pages]
- Internship handbook, chapter 13 [6 pages]
- Internship handbook, chapters 53 and 54 [3 pages]
- Utah capitol parking information
- Get ahead on readings and work on flashcards
- Every day: Follow Utah political news (SLT, DN) [15 pages]
FYI

○ Staff ask that you arrive by 8:30am. I expect you there 15 minutes early. Meet in room W30 (that's in the basement of the west building). Plan to stay most of the day. Lunch will be provided. Bring an additional snack if you're worried about it.
○ Dress professionally. You will have a photo taken.
○ You MUST complete your hiring paperwork prior to this training. You should have done this online weeks ago, using a username and password provided by legislative staff. Talk to me pronto if you do not remember doing this.
○ **Bring appropriate identification for hiring purposes.** You need one document that establishes identity (such as a driver's license, state-issued identification card, or U.S. military identification); you need another document that establishes eligibility to work (such as a Social Security card, certified birth certificate, or other proof of citizenship). Bring a U.S. passport if you have one, since that single document will establish both identity and citizenship. For a list of acceptable hiring documents, search Google for *I-9 acceptable documents*.
○ If you miss this training, you will receive double the usual penalty for missing class. Tardiness will also receive a penalty. As you gain experience driving to the capitol and finding parking your commute will shorten, but for this first trip, plan at least 75 minutes from BYU to the capitol by car. (That's AFTER you pick up your carpool.) Use visitor parking east of the capitol.

**NEXT TIME:** Thu, Jan 10th, 2013, Briefings in the Capitol.

**DUE**

Attend briefings in Capitol

**Readings**

- **Skills development**
- Leader flashcards for both chambers ([practice](#))
- Start memorizing the map of major Utah cities ([practice](#))
- **Other readings**
- *Governor Herbert's priorities* (also follow the links to read about each priority) [5 pages]
- Scroll down in this syllabus and find the "Legislative preview" lecture. Read the news articles dealing with issue priorities for the coming session so you can ask intelligent questions about policy disputes likely to arise this year.
- **Every day:** Follow Utah political news ([SLT](#), [DN](#)) [15 pages]

FYI

○ Meet at 1:45pm in the Hall of Governors. (That's the large open area in the middle of the Capitols's lowest floor, where the portraits of governors are). We will take a guided tour of the capitol from 2:00-2:45, then we will hear from several interesting people from 3:00-5:30.
○ Dress professionally. Participate actively and ask meaningful questions during the briefings. Nodding off will hurt your grade.
○ If you miss this event, you will receive double the usual penalty for missing class. Tardiness will also receive a penalty. Arrive 15 minutes early to be safe.

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**Unit 2: What Utah Legislators Do**

**Fri, Jan 11th, 2013**, Representing constituents. What is representation? How do legislators see their constituency? How do legislators communicate with constituents and estimate district opinion?

**DUE**  Constituent emails (skills assignment; [instructions](#))
Terms

- Geographic constituency; reelection constituency; primary constituency; personal constituency (intimates); issue representation; service representation; allocational representation; descriptive representation; delegate vs trustee

Readings

126 pages

- **Skills development**
  - Senate standing committee chair flashcards (practice)
  - Start memorizing the map of major Utah cities (practice)
  - Internship handbook, all chapters in Parts IV, V, and VI [48 pages]

- **Legislator participation**
  - Brown (2011), "When do Utah's legislators skip votes?" [2 pages]
  - Brown (2011), "Which legislators miss the most votes?" [2 pages]
  - Brown (2011), "Which legislators run the most bills?" [2 pages]

- **Constituent influence**
  - Utah Legislature, "How can I be heard and make a difference in Utah?" (or PDF) [1 page]
  - Fenno (1977), "U.S. House Members in their Constituencies" (or PDF), but only pages 883-890 [8 pages]
  - Richards (2011), "Are legislators faithful to their constituents?" [2 pages]

- ** Constituents, lobbyists, and interest groups**
  - Reflections: "Constituent and interest group influence in the Senate" [8 pages]
  - Reflections: "Constituent and interest group influence in the House" [7 pages]
  - Reflections: "Who do legislators listen to?" [8 pages]

- **Campaign finance and ethics rules**
  - Utah Policy Daily (2010), "More Utah legislators finding a way around Utah's financial reporting rules." [2 pages]
  - Salt Lake Tribune (2010), "Special interests are Utah politicians' cash cows" (or PDF) [2 pages]

**Every day:** Follow Utah political news (SLT, DN) [15 pages]

Mon, Jan 14th, 2013. Making laws. How does a bill become law in the House and in the Senate? Why do we have rules of procedure?

**DUE**

- Bill status and talking points (skills assignment; instructions)

**Terms**

- 1st reading calendar; 2nd reading calendar; 3rd reading calendar; consent calendar; concurrence calendar; time certain calendar; previous question; rules of procedures; Mason's manual; drafting attorney; fiscal note; committee actions (amend, substitute, table, report favorably)

**Readings**

122 pages

- **Skills development**
  - House standing committee chair flashcards (practice)
  - Memorize the map of major Utah cities (practice)
  - Internship handbook, all chapters in Part VII [29 pages]

- **Technicalities of legislative procedure**
  - Office of the Legislative Fiscal Analyst, *The LFA Guide to Bills, Budgets, and Fiscal Notes* (or PDF), especially pages 3-6, 12-14, 19-20, 27-34 [36 pages]
  - Utah Legislature, "How to read a bill" (or PDF) [1 page]
  - Utah Legislature, "The Utah code" (or PDF) [2 pages]
  - Recommended: *Citizen's Guide* (2005), ch 6 [23 pages optional]
  - Handout: *Parliamentary motions* (or PDF) (Utah's motions are similar, but not exactly like this) [2 pages]
  - Skim the Utah Legislature's rules. After scanning the table of contents, choose at least 5
joint rules, 10 Senate rules, and 10 House rules to read about in detail. [10 pages]

- **Implications of legislative procedure**
- NCSL (2001), *The Case for Representative Democracy*, ch 5-6 [10 pages]
- Brown (2011), "Who has the decisive vote in the Utah legislature?" [2 pages]

- **Legislative leadership**
- Salt Lake Tribune, November 2010, "Lockhart united legislators fed up with Clark's heavy hand, insiders say" (or PDF) [2 pages]
- Brown (2010), "Why is Becky Lockhart the new speaker?" [2 pages]
- Reflections: "The powers of state senate presidents" [7 pages]
- Reflections: "The House Rules Committee chair" [4 pages]
- **Every day**: Follow Utah political news (SLT, DN) [15 pages]

**Resources**

- Show additional resources

**FYI**

- If you know which legislator you will be working for, then there are deadlines this week in PlSc 399r. Check that syllabus for details. (Even if you don't know who you're working for yet, now would be a good time to review the instructions for assignments A through C in the 399r syllabus.)

**Tue, Jan 15th, 2013**

- **What legislators want. What behaviors does the reelection incentive lead to? Do these behaviors show that our Constitutional structure is flawed?**

**DUE**

- Constituent survey 1 (skills assignment; instructions)
- Attend morning briefing

**Terms**

- hierarchy of needs; reelection incentive; power within the House; median voter theorem; advertising; credit claiming; position taking; protectionist phase; expansionist phase

**Readings**

- **Skills development**
- Senate appropriations subcommittee chair flashcards (practice)
- Memorize all maps (practice)
- Internship handbook, all chapters in Part VIII [31 pages]
- **Why legislators serve**
- **Influences on legislators**
- Reflections: "House leadership and campaign contributions" (You may skip the sections dealing with 2006 and earlier.) [18 pages]
- Reflections: "What determines how Senators vote?" [10 pages]
- Reflections: "How legislators make decisions when voting" [8 pages]

**Every day**: Follow Utah political news (SLT, DN) [15 pages]

**Resources**

- Show additional resources

**FYI**

- In addition to our regularly scheduled class, we will meet at 9:00am in the Provo City Council chambers for a briefing. I'll give details in class.

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**Unit 3: Utah Policy Areas**

**Wed, Jan 16th, 2013**

- **Budgeting and fiscal policy. How does Utah's tax burden compare to other states? Where does Utah get its money? What can we expect in FY 2013?**

**Terms**

- General sales tax; selective sales tax; sin tax; property tax; income tax (individual vs corporate); progressive vs regressive taxation; flat tax; General Fund; Uniform School Fund; Rainy Day Fund; fiscal year; FY 2013; FY 2014
Readings

- **Skills development**
- House appropriations subcommittee chair flashcards (practice)
- Memorize all maps (practice)
- **The budgeting process**
- Recommended: *Citizen's Guide* (2005), ch 8 (fiscal management), also pp 107-109 (appropriations process) [33 pages optional]
- GOPB, *The Budget Process* [1 page]

- **FY 2014 (July 1, 2013, through June 30, 2014)**
- Salt Lake Tribune (Sep 2012), "State ends fiscal year [FY2012] with $98 million surplus" (or PDF) [1 page]
- Bernick (Nov 2012), "Utah's Budget Picture Getting Better and Better" (or PDF) [3 pages]
- Salt Lake Tribune (Dec 2012), "Guv's budget gives more for Utah education, especially science" (or PDF) [2 pages]
- Skim Governor Herbert's FY 2014 budget recommendation book, especially the cover letter and pages 1-6 [45 pages]

- **FY 2013 (July 1, 2012, through June 30, 2013)**
- Governor Herbert's FY 2013 budget summary [1 page]
- Salt Lake Tribune (Dec 2011), "Governor: Education funding bump key to economic growth" (or PDF) [3 pages]
- Salt Lake Tribune (Dec 2011), "Few surprises in governor's health policy agenda" (or PDF) [1 page]
- Daily Herald (Dec 2011), "Utah governor unveils $12.9B budget proposal" (or PDF) [2 pages]

**Every day:** Follow Utah political news (SLT, DN) [15 pages]

- **Resources**
  - Show additional resources

**FYI**

- Read as many news clippings as you can find about the budget situation; the articles linked above are minimal suggestions.

*Thu, Jan 17th, 2013*:

Legislative preview. Policies to watch in 2011.

**DUE**

- Constituent survey 2 (skills assignment; instructions)

**Readings**

- **Skills development**
- Study all flashcards (practice)
- Memorize all maps (practice)
- Internship handbook, all chapters in Part IX [6 pages]

- **Preparing for the session**
- Internship handbook, review everything (you've read it all by now), especially Parts I, III, and VII

- Read the *PISc 399r syllabus* and all assignment instructions so you can ask questions today [10 pages]

- **2013 general session: Overview**
- More readings coming soon

- Cann (2012), "What are Utahns' top issue priorities?" [2 pages]
- Daily Herald (March 2012), "Legislators looking at a variety of topics for next session" (or PDF) [2 pages]
- Daily Herald (Nov 2012), "Legislature to talk alcohol and education funding" (or PDF) [2 pages]
• Salt Lake Tribune (Nov 2012), "Utah food tax could skyrocket" [2 pages]
• Salt Lake Tribune (Dec 2012), "Don't raise the food tax" [1 page]
• Pignanelli and Webb (Dec 2012), "What are the tough issues facing Utah's legislature?" (or PDF) [2 pages]
• Daily Herald (Dec 2012), "Utah lawmaker to propose helmet law" (or PDF) [1 page]
• Utah Policy Daily (Dec 2012), "Some plum committee assignments go to legislative newcomers" (or PDF) [5 pages]
• Salt Lake Tribune (Dec 2012), "Can Utah car-smoking ban pass this time around?" (or PDF) [2 pages]
• Salt Lake Tribune (Jan 2013), "Utah lawmaker: Let's use booze profit for schools" [1 page]
• Utah Policy (Jan 2013), "Weiler pushing reforms in 2013" [2 pages]
• Salt Lake Tribune (Jan 2013), "Lawmaker again pushing Utah Compact resolution" [2 pages]
• Previous general sessions
• Check the "resources" to see the readings I assigned prior to recent legislative sessions. I encourage reading these articles for some perspective on what's been considered important in recent years.
• Every day: Follow Utah political news (SLT, DN) [15 pages]

Resources Show additional resources
FYI
○ By now, you should know all the flashcards. Remember, any legislator might appear on your final, but you will see more leaders/chairs than backbenchers on the exam; make sure you know their names especially well.
○ If you want to see the news articles I assigned for this lecture last year, check the "resources" section

Fri, Jan 18th, 2013 Guest speakers. Details forthcoming.

Tue, Jan 22nd, 2013 Final exam

DUE Final exam
FYI
○ The final exam will be in the testing center Tuesday and Wednesday. Please take it as early as possible, since your legislator may ask you to start working later this week.
○ The exam will cover legislator flashcards (especially leaders and chairs), map flashcards, the internship handbook, and all other readings and lecture materials. When reviewing readings and lectures, use the last two slides from each lecture as your review sheet.
○ If you haven't already done assignments A-C for PlSc 399r, then they're probably past due (unless you still don't know who you are working for). Check the PlSc 399r syllabus for details.

Unit 4: The legislative session

Mon, Jan 28th, 2013 First day of session. Be there bright and early.